DOCUMENT RESUME

ED 095 108 SP 008 285

| | |
|---|---|
| AUTHOR | McInerney, Marjorie |
| TITLE | Beginning Fencing, Physical Education: 5551.53. |
| INSTITUTION | Dade County Public Schools, Miami, Fla. |
| PUB DATE | 71 |
| NOTE | 42p.; An Authorized Course of Instruction for the Quinmester Program |
| EDRS PRICE | MF-$0.75 HC-$1.85 PLUS POSTAGE |
| DESCRIPTORS | Athletic Equipment; *Athletics; *Curriculum Guides; *Physical Education; *Recreational Activities; Sportsmanship; *Teaching |
| IDENTIFIERS | Fencing; *Quinmester Program |

ABSTRACT

This course outline is a guide for teaching the principles and basic fundamentals of beginning fencing in grades 7-12. The course format includes lectures and demonstrations, skills practice, films, and class competition, which focus on mastery of skills, rules and etiquette, care and repair of equipment, safety, and development of techniques and strategy. Course content includes the following: (a) history of fencing, (b) terminology, (c) description of fencing, (d) playing courtesies, (e) social and ethical values, (f) the care and repair of equipment and area, (g) safety procedures, (h) rules and regulations, (i) techniques and fundamentals, and (j) game strategy and tactics. Learning activities and procedures illustrate warm-up exercises, lead-up games and variations, drills, and skills practice techniques. Resources for student and teacher are recommended. Procedures for giving and scoring a skills test are outlined. An eight-item bibliography is included. (PD)

ED 095108

SP

BEST COPY AVAILABLE

# AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

PHYSICAL EDUCATION

Beginning Fencing

| | |
|---|---|
| 5551.53 | 5561.53 |
| 5552.53 | 5562.53 |
| 5553.53 | 5563.53 |
| 5554.53 | 5564.53 |
| 5555.53 | 5565.53 |
| 5556.53 | 5565.53 |

SP008 285

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 095108

# BEGINNING FENCING

5551.53 5561.53
5552.53 5562.53
5553.53 5563.53
5554.53 5564.53
5555.53 5565.53
5556.53 5566.53

## PHYSICAL EDUCATION

Written by

Marjorie McInerney

For The

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
2210 S. W. Third Street
Miami, Florida 33135

TABLE OF CONTENTS


I. COURSE GUIDELINES . . . . . 1

A. Student Classification
B. Grade Level
C. Level of Performance
D. Suggested Prior Experiences
E. Subject Status
F. Length of Unit

II. COURSE DESCRIPTION AND BROAD GOAL . . . . . 1

A. Description
B. Methods and Evaluation
C. Area of Concentration

III. COURSE OF STUDY BEHAVIORAL OBJECTIVES . . . . . 2

A. Observed Skills Objective
B. Basic Skills Objective
C. Course Content Knowledge Objective
D. Social and Personal Attitudes Objective

IV. COURSE CONTENT . . . . . 4
(This section may be duplicated for distribution to students.)

A. History of Fencing
B. Terminology
C. Description of Fencing
D. Playing Courtesies
E. Social and Ethical Values
F. Equipment and Area (Care and Repair)
G. Safety Procedures
H. Rules and Regulations
I. Techniques and Fundamentals
J. Game Strategy and Tactics

V. LEARNING ACTIVITIES AND TEACHING PROCEDURES . . . . . 23

A. Recommended Warm Up Exercises
B. Lead-Up Games and Variations
C. Drills and Skills Practice Techniques
D. Suggested Structure of Activity
E. Recommended Teacher Resources
F. Recommended Student Resources

VI. EVALUATION PLANS . . . . . 32

VII. BIBLIOGRAPHY . . . . . 38

BEST COPY AVAILABLE

# BEGINNING FENCING

I. COURSE GUIDELINES FOR COURSE NUMBER

| | |
|---|---|
| 5551.53 | 5561.53 |
| 5552.53 | 5562.53 |
| 5553.53 | 5563.53 |
| 5554.53 | 5564.53 |
| 5555.53 | 5565.53 |
| 5556.53 | 5566.53 |

A. Student Classification: Coeducational
B. Grade Level: 7-12
C. Level of Performance: Beginning
D. Suggested Prior Experiences: None
E. Subject Status: Elective
F. Length of Unit: 9 weeks

II. COURSE DESCRIPTION AND ACCREDITATION STANDARD BROAD GOAL

Junior High: 9.8416 (1) a, b, d, h, i, j
Senior High: 9.9420 (1) a, b, c, d

A. Description

Beginning fencing is designed to teach the principles and basic fundamentals of the game so that the students by becoming both intellectually stimulated and rewarded physically will attain a general knowledge and basic skill of fencing to be able to enjoy in a later lifetime activity.

B. Methods and Evaluation

The course will consist of lectures and demonstrations, practice of skills presented, game situations and results of competition, viewing of slides and films, class tournaments, written and skills tests, attitudes, and class participation.

C. Areas of Concentration

Class time will be devoted to mastery of skills, understanding of the rules and etiquette of fencing, care and repair of equipment, the necessity for safety, development of techniques, along with strategy and tactics, and the opportunity to fence in competition and a class tournament.

III. COURSE OF STUDY BEHAVIORAL OBJECTIVES

A. Observation Skills Objective: 50% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) a, s
Senior High 9.9420 (2) a, b

All students will demonstrate ability in beginning fencing skills, strategy and tactics listed in the course content. By means of drill activities and practice bouting, these abilities will be developed in class periods. The majority of students will display an average or better ability to fence in an actual bout and will be measured by their ability to identify with not only the skills listed in the course content but also by the basic mechanics required of a fencer. This will be evaluated by teacher judgment through observation, checklist and/or annotation.

a. Footwork
b. Speed
c. Balance
d. Distance
e. On-Guard
f. Salute

2. State Accreditation Standard: Junior High 9.8416 (2) c, t
Senior High 9.9420 (2) c, d

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a. - f.

B. Basic Skills Objective: 10% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) a, s
Senior High 9.9420 (2) a, b

All students will participate and be rated in at least two skills tests, and the majority of students will achieve average or better scores. These tests will be set up on a flexible basis and administered according to the scoring and procedure specifications listed in Section VI or other authoritative sources.

a. Parrying
b. Attacking
c. Advancing
d. Retreating
e. Valid Touches or Point Control

2. State Accreditation Standard: Junior High 9.8416 (2) c, t
Senior High 9.9420 (2) c, d

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a. - e.

C. Course Content Knowledge Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) a, s
Senior High 9.9420 (2) a, b

All students will respond in writing to a test on fencing, and the majority of students will achieve an average or better score. This test will represent 20% of the unit grade and will be based on the Beginning Fencing Quinmester Unit Course Content, class discussions, and will include questions in the following areas.

a. History
b. Safety Procedures
c. Rules Governing the Bout
d. Terminology
e. Care and Repair of Fencing Equipment

2. State Accreditation Standard: Junior High 9.8416 (2) c, t
Senior High 9.9420 (2) c, d

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a. - e.

D. Social and Personel Attitudes Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) a, s
Senior High 9.9420 (2) a, b

Social and personal attitudes displayed by all students will be evaluated by observation, checklist, and/or annotation by the teacher throughout the entire unit, and it will represent 20% of the unit grade. The teacher will motivate an atmosphere wherein the majority of students will be based on the following social and personal attitudes.

a. Perseverance, patience, and courage
b. Alertness to class activites and procedures
c. Fencing courtesies
d. Fairness intertwined with good sportsmanship
e. Emotional and intellectual control
f. Willingness to devote much time and to participate regardless of degree of skill

2. State Accreditation Standard: Junior High 9.8416 (2) c, t
Senior High 9.9420 (2) c, d

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a. - f.

## IV. COURSE CONTENT

(This section may be duplicated for distribution to students.)

### A. History of Fencing

Fencing is an art with a long, traditional and exciting history which has been practiced for centuries. The sport as we know it today differs slightly from the ancient form except for standardized rules and regulations.

The Renaissance was the birthplace of ancient fencing and credit must be given to four countries, Spain, France, Italy, and Germany through their literature and mastery of the skill as the birthplace of modern fencing. Through the ages, there has been a trend toward lighter and more manageable weapons and stricter dress codes, but ancient customs of chivalry still remain in the fencing bout.

The Amateur Fencing Association was set up in Britain in 1902 as the governing body for the sport, and since World War II there has been an increased interest in fencing around the world. In the United States, there are tournaments set up classified for varying degrees of skill which are now organized in the Amateur Fencing League of America. The tremendous interest in the sport can be seen by its growth in both private and public schools in various countries plus the innumerable benefits of having it as a life-time sport.

### B. Terminology

1. Abstain. If a judge is hesitant about a hit being valid, he may decline to vote or "abstain."

2. Absence of blade. This term refers to the part of a fencing bout in which the foils are not touching and there is no engagement.

3. Amateur Fencing League of America (A.F.L.A.) Its origin was in 1891 and is considered the authority for the rules, regulations and selection of teams in the United States.

4. Attack on the blade. A movement such as the beat whose purpose is to clear the line for a hit to be scored on the target.

5. Assault. An assault is a friendly competition between two fencers in which no score is recorded.

6. Barrage. When there is a tie between fencers during a tournament, this is the term used to describe a fence-off to determine the winner.

7. Bout. A bout is competition between two fencers in which a score is kept to determine a result.

8. Call or Appeal. By stamping the right foot twice, a fencer by this method can get his opponent's attention to stop the bout.

9. Closed line. By the use of the foil and the arm, a defender protects his target line and closes it to an attack.

10. Direct. Without the change of lines, a parry or attack is made.

11. Fencing Measure. The fencing measure is determined by the reach and height of the fencers, and refers to their relative arm distance (not foot distance) maintained during a bout.

12. Foible. That part of the blade which is flexible and near the point.

13. Forte. That part of the blade which is stronger and originates from the guard.

14. Lines. The target is divided into four imaginary areas called lines. These are, the upper outside and inside and the lower outside and inside.

15. Normal position. This position is the basic one used in the 4th parry and can be described by finger nails to the left and thumb up.

16. Pass. When the foil's point does not hit the target directly but only grazes it, a pass is made.

17. Piste or strip. The piste is the narrow, measured area in which the bout takes place.

18. Phrase. A phrase is a series of continuous moves by the fencers, and ends if there is a break in the action.

19. Right-of-way. When a fencer either initiates an attack by extending his arm or parries then ripostes, he has the right-of-way under the rules of fencing.

20. Supination. This position is used in the 6th and 8th parries and can be described by finger nails up and the thumb points to the right.

21. Touch. A touch is made when the point of the foil hits the adversary.

22. Valid touch. A valid touch is made when the point of the foil hits the adversary's target area without having first touched any non-valid part of the fencer.

C. Description of Fencing

Fencing is a highly competitive coeducational sport having a potential of becoming a great leisure time activity. The game starts with two fencers becoming either the offense or defense depending upon which fencer takes the attack first. The fencer who first attacks, pushes the attack until his opponent or defender counter-attacks. Then when the original defender has his offensive action parried, the original attacker is on offense again. The object of the game is to score points by making a hit with the foil on the target area of the opponent. The winner of the match is the first to score 5 hits in men's competition and 4 hits in women's competition. The bout takes place in a specified strip or piste with the fencers meeting certain standards in equipment, and is controlled by 4 judges and a Director or President of the bout who is in complete charge.

D. Playing Courtesies

In fencing there is a special, unique tradition of courtesy directly related to the sport and to the chivalry of the past. It is important to stress the instinctive manners required of all fencers.

1. Essential characteristics consist of neatness, modesty, and politeness.

2. Before the bout begins, a competitor should introduce himself to his opponent and to the members of the jury (judges) including the President or Director.

3. A fencer should salute the President, judges, and then his opponent before putting on his mask.

4. When the bout is finished, a fencer should again salute the jury, President, and opponent, remove his mask and shake hands with his opponent.

5. A fencer should avoid discourteous and rough play during the bout.

6. If his opponent is disarmed, a fencer should try to retrieve the fallen foil.

7. If there is an accidental hard blow delivered, a fencer should apologize immediately, and if a fencer receives a blow, he should not try to take revenge.

8. Hits should never be claimed by a fencer who scores, only acknowledged by the opponent.

9. When a fencer receives a hit, he should acknowledge it before the jury or President does.

10. If the jury is unsure of the hit, the fencers should wait patiently for the verdict of the jury.

E. Social and Ethical Values

1. Fencing has a unique flavor and helps develop acceptable forms of behavior due to its concern with etiquette.

2. There is a universal interest and education to be found, for a fencer may enroll in competition or a club anywhere in the world and can learn to meet and get along with many different people.

3. Cleanliness and neatness are stressed with the sport, helping to establish good health standards in students.

4. Being a "gentleman's" game helps to motivate fairness, courtesy, and manners.

5. Fencing is a tremendous life time activity which can be enjoyed by girls, boys, and people of all ages.

6. As the knowledge of the game and skill increases, it helps build coordination, balance, precision, speed, timing, and judgment.

F. Equipment and Area (Care and repair of equipment is included)

1. Equipment

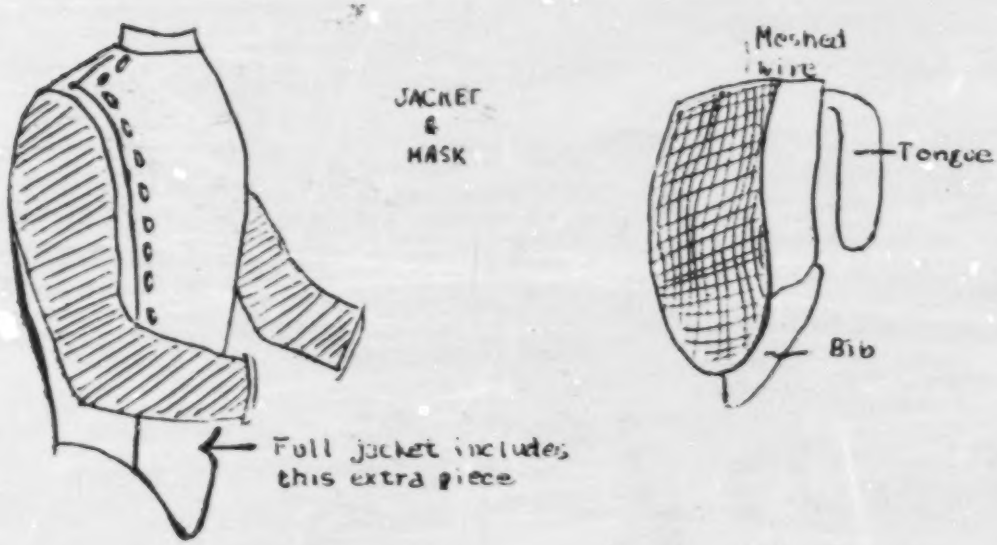
Required equipment for beginners consist of foil, mask,

jacket or plastroon, and gloves. Gym shorts or a gym suit can be worn with rubber soled gym shoes or sneakers. If budget is plentiful, canvas breeches, white stockings, and fencing shoes can be purchased later on.

A respect for equipment is necessary and proper care along with neat habits and cleanliness is mandatory. Each mask, foil, glove, and jacket should be numbered and assigned to individual students in each class for the quin, and they will be responsible for keeping their equipment clean and orderly.

a. Jackets or Plastroons. Jackets or plastroons can be either full or half, made out of strong, closely woven white canvas. For foil fencing a light weight jacket is mandatory. There should be a strong, double lining in the armpits and chest area (especially for girls.)

   Care and Repair: Tears and missing buttons should be replaced, make-up should be removed when fencing to help keep the strip around the collar clean, and the jackets should be hung orderly so that they may air out. It is wise to wash them periodically, dry them, and hang them on plastic hangers. (No starch.) A new fencing jacket will cost approximately $10.00.



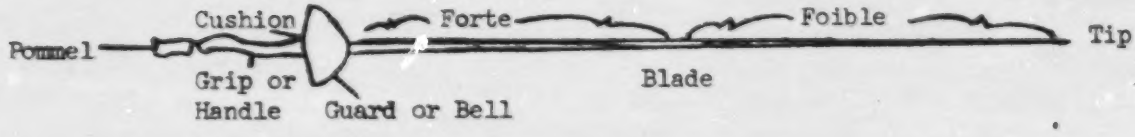

b. Mask. A strong, light weight mask is ideal for the classroom teaching situation. The sides and top are covered by white leather and the front is made of meshed wire. A removable snap-on bib is necessary to protect the neck area.

Care and Repair: The mask and bib should be cleaned at least once a week by washing them with detergent, drying with a clean cloth, and brushing the meshed wire with disinfectant being careful not to clog the mesh. They should then be allowed to air and dry. A new mask and bib would cost approximately $6.00.

c. Foil. There are two main schools of foil fencing, the Italian and French, and subsequently two different types of foils. For the classroom and beginner, the French foil is recommended.

The French foil is strong near the handle and flexible at the point. The center of balance should be just outside the guard. It is a light weapon with a quadrangular blade and the average weight is 12 oz. The length of the blade varies, the heavier ones being 35" and the lighter ones 34". The bell guard is 3 1/2" - 4 1/2" in diameter, and to protect the fingers there is a padded cushion. The handle is cord-wound (6" long) and conformed to the shape of the hand. The pommel serves as a counter weight and holds the various parts of the weapon together.

Care and Repair: Sandpaper will remove rust on the blade, then one can apply some light oil to prevent continued rusting. Daily check rubber tips to make sure that they are intact. When the blades are broken, they can be changed by unscrewing the pommel to remove the blade, fitting blade on, securing the handle to the guard, and screwing the pommel back on. If the storage room for the equipment is cold, before bending the foils, they should be warmed gently. The foils should be kept in a rack where they can hang freely and orderly. A new foil costs approximately $7.00.




d. Gloves. Leather gloves are preferred and slightly padded gloves for the back of the hand are available. The gloves should be close fitting and a soft-hide is all important.

Care and Repair: It would be wise for students to purchase thin, washable gloves of their own to wear inside the fencing gloves. After use the gloves should have the wrinkles smoothed out and should hang on the foil handle to air and dry out. A new fencing glove would cost approximately $3.50.

e. Breeches or Trousers and Stockings. Breeches should be made out of the same material as the fencing jacket... strong, closely woven canvas. They should be close fitting. The stockings or socks can either be wool or ribbed and the most comfortable ones are the self-supporting type.

Care and Repair: The stockings or socks should be washed frequently, and the same care that is given to the fencing jackets applies to the trousers. New trousers would cost approximately $8.00 each.

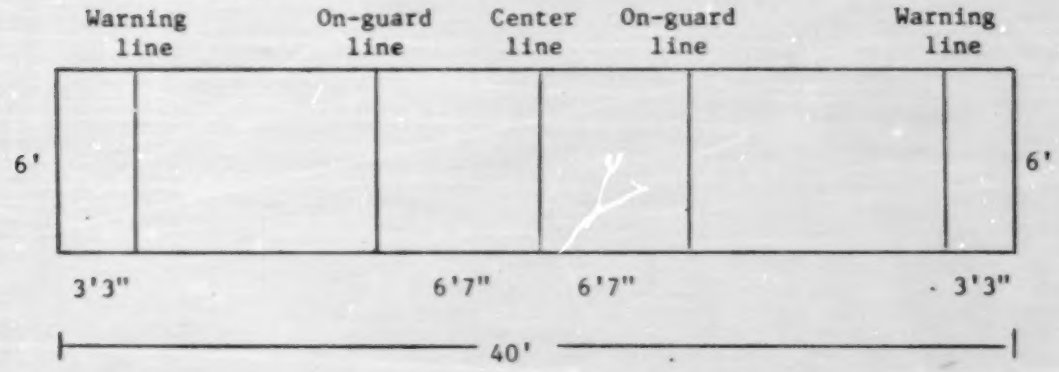
f. Fencing Shoes. Regular fencing shoes do not have a heel, are light soled, and are made out of canvas or soft leather with a strap across the toes. If these are not available, rubber soled shoes of any type are mandatory to prevent slipping.

Care and Repair: Simple washing periodically will suffice.

g. The Fencing Caddy. The caddy is an ideal way of keeping the fencing equipment together in an orderly way. It is also easily moved because of its wheels from the place where the equipment is stored to the teaching station. Places in the caddy are numbered as well as the equipment so that each student will not only use his numbered equipment but will find it in the same place each day. The caddy includes mask racks, foil holders, pegs to hang the jackets, and shelves for pamphlets.

2. Area

A small area with full length mirrors is ideal and preferred. However, the gym or a flat teaching station outside can be used without any trouble. The area of the actual strip or piste where the bout takes place is only 40' long and 6' wide.




G. Safety Procedures

1. Equipment should be kept in GOOD CONDITION, and only regulation equipment should be worn.

2. Never fence without a mask, even if you're only practicing.

3. Never fence in worn or torn clothing.

4. If there is a left handed fencer, he should never fence with equipment designed for a right handed fencer or vice versa.

5. Girls should at least wear a padded jacket to protect their chest. If there are breast protectors available, this is excellent.

6. Before an actual bout, fencing exercises or warm-ups are necessary to help prevent injuries.

H. Rules and Regulations

1. The Target. In foil fencing, the target for men and women includes the back and front of the trunk or jacket including the collar of the jacket, however, it excludes the head, arms, legs, and bib of the mask. Arm-foul

territory is distinguished by the sleeve seam. Imaginary lines divide the target into various parts and these are directly related to the parries that a fencer uses to protect himself and his target. The target also has boundaries called the high lines, outside lines, inside lines, and low lines shown on the diagram below.

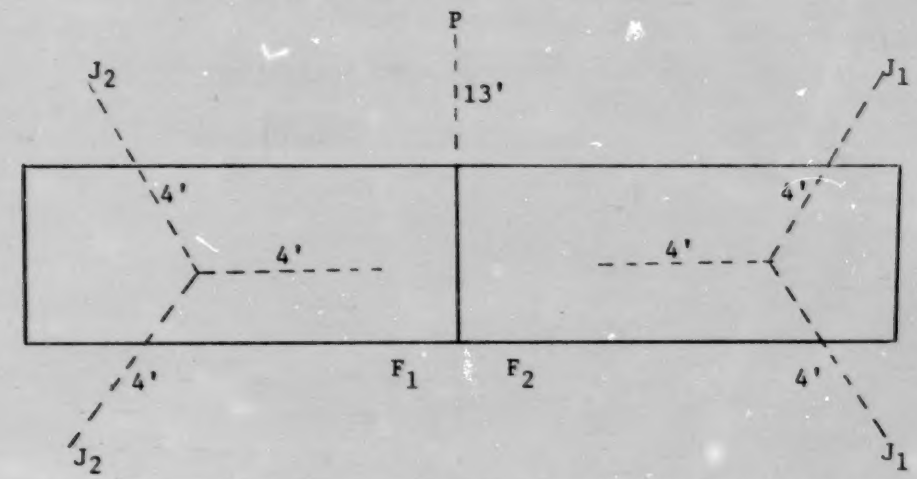
2. Field of Play or the Official Fencing Strip. The exact dimensions of the official fencing strip are in the diagram under the section, Equipment and Area. The strip or piste may have different surfaces made either out of plastic, cork, rubber, linoleum, or wood.

   a. Off Strip Ends. The bout will be stopped and the fencer will be warned by the President, if when retreating the fencer steps with his rear foot beyond the warning line. If this happens, the fencer with his rear foot on the warning line is put back in the on-guard position, then if both feet cross the end of the strip, the opponent will be awarded one touch. If the fencer steps over the end line without previously being warned, he will be placed at the warning line without a penalty.

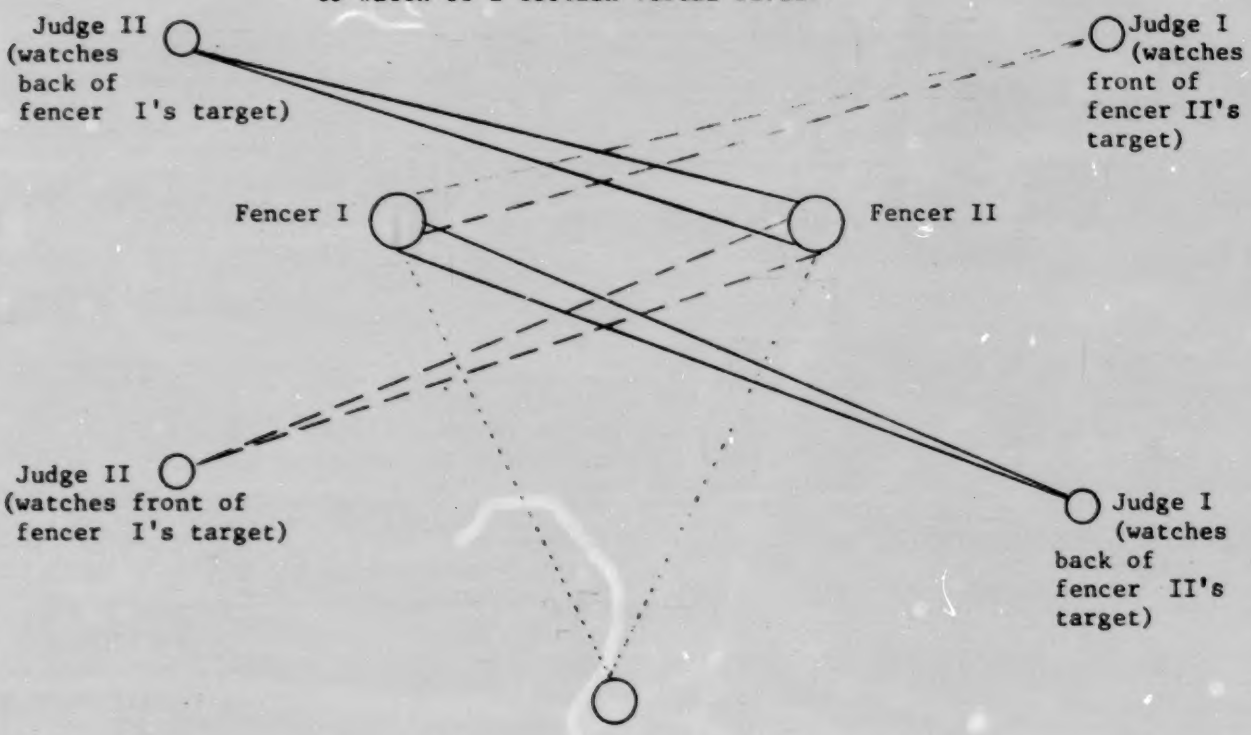
   b. Off the Strip Sides. If a fencer steps off the strip side with both feet while retreating, he is placed back in the center of the piste, however, 3' 3" closer to the end of the strip from the point where he stepped off. The fencer is penalized a touch ONLY if after having been warned at the warning line, this 3'3" penalty puts the fencer off the end of the strip.

3. Officiating and Placement of Judges and the President. The number of necessary officials are two judges and a President or Director. However, it is much preferred and considered more accurate and fair to have four judges and a President. The placement of the Director should be approximately 13' from the strip between the two fencers. The judges must stand to the side and at least 4' behind the opponent of the fencer that they are watching. For clarification see diagram below.

Judges labeled 1 watch Fencer 1
Judges labeled 2 watch Fencer 2




More specifically, each judge has his own individual area to watch or a certain visual field.


Judge II (watches back of fencer I's target)
Judge I (watches front of fencer II's target)
Fencer I
Fencer II
Judge II (watches front of fencer I's target)
Judge I (watches back of fencer II's target)

The Director is in complete charge of the bout, including the conduct of both the fencers and the spectators. With the command "Play," he starts the bout and at any time may stop the bout with the command "Halt." His main job is deciding whether a touch is valid and he does this by consulting with his judges. The judges watch their area of the target on their fencer, and when they see a touch it is proper to raise their hand and if the Director does not see them, the judges should then verbally acknowledge the touch. Then the judges will respond, "yes," "no," "abstain," or "yes, but invalid," depending on what they see. If both of the judges on the same side who are watching the same fencer agree to the validity or invalidity of the touch, the Director will award the touch if deserved, and then continue the bout. However, if there is a disagreement, the Director will decide the question according to his observation. The Director or President has 1 1/2 votes and the judges 1 vote each. If both judges abstain and the President does also, the hit is regarded as doubtful and is not counted.

4. The Bout. The number of touches to win a bout is 5 for men and 4 for women, plus there is a time limit of 8 minutes for each bout in men's fencing and 5 minutes in womens' exclusive of time-outs while the jury is debating about a touch. If after the time limit no one has scored, for example in women's fencing 4 touches, the leader is given the score of 4 and her opponent's score is raised as many points as the leaders to have given her a score of 4. If there is a tie after the time limit has expired, both fencers are given 3 points (in women's fencing) and the first to score the next touch is the winner.

   a. Valid Hits or Hitting. The point of the foil, to be valid must be on the target, and this will usually be indicated by an upward bend of the foil. A slap with the side of the blade does not count as a hit. If a fencer ducks or tries to avoid a hit and in turn it lands on the head, arms, or legs, it will be judged as a valid hit because of his avoiding the hit by positioning himself abnormally.

   b. Hit Off Target. If there is a point-on hit, off the target, this action invalidates a hit on the target by either the fencer making the hit or the defender until a new phrase of fencing is started by the Director.

   c. Right-Of-Way. This is usually very complicated and besides a few fundamental rules, the more intricate right-of-way rules should be left for advanced fencing.

The main rule to remember is that the right-of-way is with the attacker until the defender parries the attack, then if after the parry she ripostes, the right-of-way shifts in her favor. The riposte, not the parry establishes the right-of-way.

I. Fundamentals and Techniques (Note: Material is described for the right handed fencer.)

1. The Grip. In holding the french foil, the light-hand is extremely important, and to attain this the beginner must learn to hold the foil correctly. The curved side of the handle is placed in the hollow of the hand, then the thumb is placed flat on the top of the handle securing it firmly between the thumb and the first finger. The rest of the fingers are curved gently around the handle and act as aids. The foil is mainly manipulated by the thumb and forefinger. There should be no wrist or shoulder action. A strong grip is required, however, it is wise to alternate the tightening and relaxing of the grip as the action of the blade differs.

2. The Salute. As is customary, the officials and opponent are given the courtesy of a salute, however, there are many forms that one can use. For the beginner, the following is probably the best. The fencer stands erect with his body half facing his adversary with mask in his left hand, while his foil arm is extended toward and only a couple of inches from the floor. From this initial position, the sword arm is raised so that the foil is in a horizontal line pointing towards the opponent, then by keeping the elbow close to the body, the foil is then raised in an upward position with the guard next to the chin, a momentary pause, and then return to the original position. By holding the tongue of the mask which rests on the back of the head, the mask is drawn over the face and the fencer is ready to assume the on-guard position.

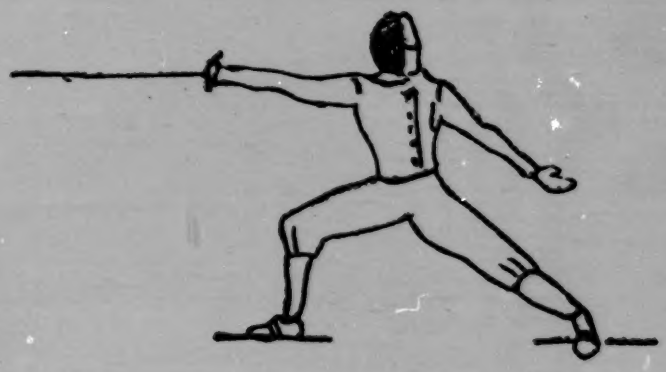
3. The On-Guard. The on-guard is the basic and most important position in fencing and should be done with maximum relaxation and ease, for every move in fencing originates from the on-guard. The firm balance by correct placement of the feet, legs, body, and arms is extremely important. The feet are at right angles and 18" separates the heels. The toe and knee of the leading leg must always be pointing at the opponent. The knees are in a relaxed, natural sitting position and the foil and right forearm extended at chest height form a straight line aimed at the adversary's chin. The left upper arm is at shoulder height with the elbow bent overhead used as a counterweight and the left hand drooping naturally from the wrist. The fencer's trunk is half facing the opponent and the head is erect looking into the adversary's eyes.

4. Footwork. Footwork is very important and it is wise to devote a great deal of class rime in striving for fluid movement of the feet. The main problem to overcome is the sliding of the feet.

   a. Advance. The purpose of the advance is to move closer to the adversary by short steps, skimming not sliding along the piste. While moving, the trunk and head should remain practically stationary and should never move vertically. The toes of the front foot (right) are lifted and the heel follows with an equal step, thus every advance brings the fencer back to the on-guard position.

   b. Retreat. The retreat is in reverse order of the advance and the same smoothness of footwork is desired. In retreating, the rear foot moves with the toes touching first, then the front foot is lifted (toes then heel) with the heel landing first. The fencer after each retreat assumes the on-guard position.

c. Lunge. The lunge is the most certain and fastest way of carrying out an attack. The lunge consists of a forward thrust of the front leg while at the same time the foil arm is straightened and thrust toward the target getting its momentum from the shoulder. Along with this coordinated movement, the rear leg (left) extends while the left foot remains flat on the strip. The rear arm is brought down with the palm of the hand turned up slightly and subsequently the rear hand is parallel to the rear leg. The entire movement of both arms and legs is combined and made with maximum relaxation.



d. The Recovery. The recovery of the lunge is a rapid transition from the lunge to the on-guard position by a coordinated movement of the arms and legs. The fencer must push hard with the front foot and at the same time bend his left knee. The rear arm is snapped back into its initial position. It is wise to remember that the front leg pushes and the rear leg pulls in a non-jerking motion along with the arms returning to the original positions.

e. The Advance Lunge. The advance lunge is used when the opponent is a little too far away to make a successful hit, so the fencer will combine an advance and a lunge without any interruption. The lunge follows the moment that the left foot hits the floor in the advance.

f. Balestra. The balestra is a quick, short jump forward usually preceding a lunge. The jump is initiated from the balls of both feet, and the right foot lands an instant before the left. The fencer must be careful not to jump too high or too far forward. It is very important to keep the weight evenly distributed between the feet before, during, and after the jump so that the fencer will maintain his balance and the balestra will be a surprise.

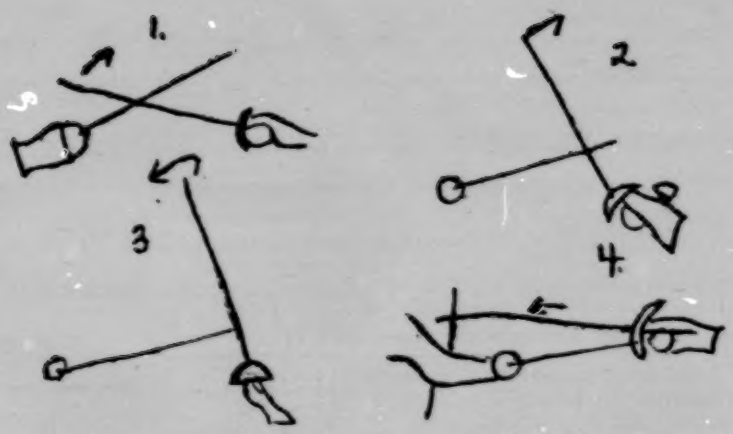
5. Simple Attacks. A good simple attack depends on surprise, correct timing, and excellent speed. They are attacks which consist of one simple fast action.

   a. Straight Thrust. This is by far the simplest and most direct attack against the unprotected line of the opponent. Utmost speed and perfect timing are required due to the distance that the fencer has to travel in making the thrust without any feinting action. The straight thrust must be initiated when the blades are not in contact. The main problem when using this attack is that it can be parried with very little effort.

   b. The Disengage. The disengage is a simple indirect attack which can be used well against an adversary who continually crosses his foil from side to side exerting pressure at the same time. To perform a disengage, the fencer simply relaxes and drops the point of his foil around and beneath his defenders' ready to make a thrust into his open and unprotected side. It is necessary to emphasize the importance of finger play with no wrist action. The fencer should remember to extend the foil and forearm before making the semicircle under the defender's foil.

   c. Double or Counter Disengagement. This technique is actually made up of two disengages where the second ends in the same line as the original engagement. This attack is started when the defender steps forward and one forces him to parry. Then the attacker evades the parry and directs the foil at the unprotected area. Again, finger play is all important.

   d. Cutover or Coupe. This is a disengagement in which the attacker's blade passes over the high line and then makes a direct thrust in the other line. The wrist is used to move the point of the foil backward then across and forward, being careful not to make the movement too wide by using too much of the forearm. This technique is extremely successful against a defender who moves his foil laterally and puts pressure against the blade. (See illustration next page.)




e. The Beat. The beat is an offensive action which has a purpose of deflecting the defender's blade by a sharp strike with the strong part of the foil against the weaker side of the opponent's blade. One must be careful to make sure that the point moves while the hand remains still. The beat is usually used to create an opening for a straight thrust attack.

6. Defense. Defense is often referred to as the most important aspect of fencing because it controls the strokes that an attacker can use.

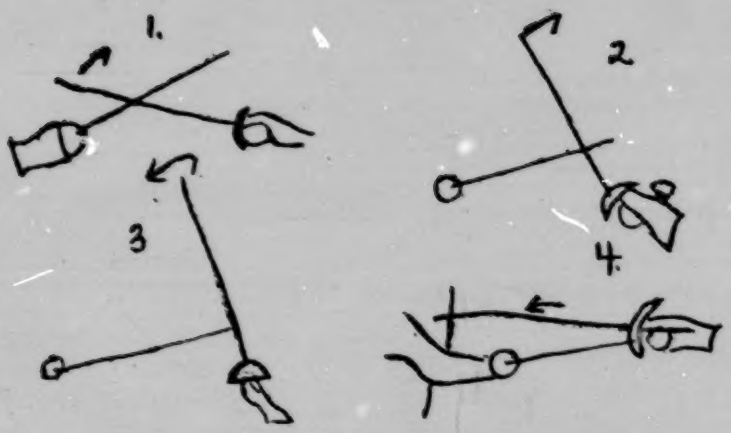
a. Simple Opposition Parry. The simple opposition parry is a defensive blocking action without an impact by which the attacker's blade is diverted from the open line of the target by the defender using his foil as a barrier. This is done most effectively by the strong part of the defender's foil against the weak part of the attacker's blade. The target area is divided into four sections and the various parries are named after the particular section that it is protecting. In beginning fencing, the following parries are sufficient to learn.

Protect High Lines

sixte | quarte

octive | septime

Protect Low Lines




e. The Beat. The beat is an offensive action which has a purpose of deflecting the defender's blade by a sharp strike with the strong part of the foil against the weaker side of the opponent's blade. One must be careful to make sure that the point moves while the hand remains still. The beat is usually used to create an opening for a straight thrust attack.

6. Defense. Defense is often referred to as the most important aspect of fencing because it controls the strokes that an attacker can use.

a. Simple Opposition Parry. The simple opposition parry is a defensive blocking action without an impact by which the attacker's blade is diverted from the open line of the target by the defender using his foil as a barrier. This is done most effectively by the strong part of the defender's foil against the weak part of the attacker's blade. The target area is divided into four sections and the various parries are named after the particular section that it is protecting. In beginning fencing, the following parries are sufficient to learn.

Protect High Lines

| sixte | quarte |
|---|---|
| octive | septime |

Protect Low Lines

(1) The 4th Parry or Parry 4. Because of the use of the chest muscles, this is an extremely strong parry, and the easiest to feel and learn. By moving the attacker's blade further inside and away from the target, this parry protects the upper inside. Parry 4 is made with the hand at chest height and thumb nail up, and the point when moved will be pointing slightly toward the defender's right shoulder.

(2) The 6th Parry or Parry 6. With the head at chest height, the foil is moved to the right and the tip is pointing slightly toward the defender's left shoulder. Parry 6 pushes the attacker's blade to the outside and subsequently protects the upper outside section of the target.

(3) The 7th Parry or Parry 7. From parry 4, the hand is lowered slightly, then the point of the foil is moved in a semicircle counter-clockwise keeping the hand in the same initial position so that the point of the foil while in parry 7 is pointing at the attacker's knee. This parry protects the lower, inside target.

(4) The 8th Parry or Parry 8. From parry 6, the hand is lowered slightly, then the point of the foil is moved in a semicircle counter-clockwise keeping the hand in the same initial position so that the point of the foil in parry 8 is directed at the attacker's knee. This parry protects the lower outside target.

b. Parry by Detachment or Simple Beat Parry. Just as the beat can be used as an offensive action, it can also be used as a defensive motion. The beat parry is made with the wrist and fingers with minimum use of the forearm, and is a spanking action against the attacker's blade with the purpose of striking the blade aside.

c. Simple Riposte. A riposte is a counteroffensive action which immediately follows a parry in the same line and subsequently the defender becomes the attacker if the riposte is successful. One must be careful not to swing the point too wide in the parry to have the correct timing and to close the line where the defender has parried the attack. The riposte can be successful in both the high and low lines, however, it is harder to be accurate in the lower line.

(1) Direct Riposte. This riposte is used against an opponent who bends his arm while attacking, and subsequently the defender can make his parry and riposte against the attacker in the same line and most direct route.

(2) Indirect Riposte. The indirect riposte is used against an attacker who closes his line after being parried. Therefore, by either a disengage or cutover, the defender can attempt a riposte from the opposite line of the parry. It is important for the defender not to extend his foil to make a hit until the cutover or disengage is made so that the attacker will be surprised.

J. Game Strategy and Tactics

In a beginning fencing course, there are so many techniques and fundamentals to learn and practice that time will be limited for actual bouts and the learning of strategy and tactics. Most of this should be learned and experienced at the advanced level. The following are tactics that the beginner should be able to grasp.

1. Distance is the most essential factor in fencing and can only be learned by practicing footwork endlessly.

a. The object of fencing is to be at a close enough distance to facilitate a hit against your adversary without getting a hit scored against yourself.

b. There are three fencing distances.

(1) Long - necessary to make larger movements, such as advancing, a balestra, etc.
(2) Middle - necessary to lunge
(3) Short - just an extended arm is necessary to reach the adversary

2. One should always be ready, alert, and continually moving.

3. Footwork is extremely important. One should become skilled in taking small, quick steps and develop the ability to make rapid shifts in advancing and retreating.

4. While fencing, one should always think one step ahead of your adversary.

5. Considering the fact that every fencer is different, a good fencer will try to take advantage of the adversary's faults at fencing.

6. A surprise attack is usually the most successful, however, an immediate attack is not wise. The opponent's reactions should be tested by false attacks, then surprise him.

7. Defense can be more interesting and effective by varying the different parries. If a fencer retreats too often, this is a sign of lack of knowledge, therefore, the attacker should press the fencer to the end of the strip.

## V. LEARNING ACTIVITIES

### A. Recommended Warm-Up Exercises

A few warm-up exercises should be performed to help loosen the wrist, arm, and shoulder muscles and strengthen the leg muscles. However, instead of spending a great deal of time on isolated conditioning exercises, it is better to devote class time to actual fundamentals. The following are a few exercises to help prevent injury by loosening the muscles.

1. Arm Circles

| | |
|---|---|
| Body Areas: | arms, shoulders |
| Position: | Stand erect and extend the arms to the side |
| Procedure: | Begin with small circles in a forward direction and gradually build into larger and longer circles. Repeat in opposite direction. |

2. Wall Sit

| | |
|---|---|
| Body Areas: | quadriceps, hamstrings, and stomach |
| Position: | Sit with the back against the wall, arms folded at chest, and with the knee joint at a $90^{\circ}$ angle while feet are flat on the floor. |
| Procedure: | Hold the above position for varying lengths of time, beginning with 15 seconds then building up to a minute. |

3. Lunge

| | |
|---|---|
| Body Areas: | thighs, hips |
| Position: | Stand; leaning forward with weight over the forward foot and other leg extended behind. |
| Procedure: | Bounce 4 times on forward leg, change legs and repeat. |

4. Finger-Tip Push

| | |
|---|---|
| Body Areas: | fingers |
| Position: | Stand; leaning forward with fingers (not palm of hand) against the wall and feet flat on the floor. |
| Procedure: | Do 10 finger-tip push-ups and increase by 1 each day of class. |

5. The Treadmill (Alternate Leg Thrusts)

| | |
|---|---|
| Body Areas: | legs, hips, and arms |
| Position: | Stand; leaning forward until both hands touch the floor. Start with left leg extended back and right foot and knee under the chest. |
| Procedure: | Alternate extending and bringing in feet as in a running pattern to count 1-2. |

6. Grip Development

| | |
|---|---|
| Body Areas: | wrist, arms |
| Position: | Assume a comfortable stance with hand in front holding a small rubber ball in each hand. |
| Procedure: | Squeeze the rubber ball on the count of 1-2-3 and rest on 4. |

7. Shake Out

| | |
|---|---|
| Body Areas: | fingers, arms, and shoulders |
| Position: | Stand; arms hung loosely at side. |
| Procedure: | After exercises have been performed to help strengthen arm and shoulder muscles, take the arms and fingers and shake very fast. |

B. Lead-Up Games and Variations

Because of the uniqueness of fencing and the specific training necessary for the student to receive concerning the techniques and fundamentals of the sport, it is wise to concentrate on drills and actual fencing exercises instead of lead-up games.

The lead-up game's main purpose is to help the student in the understanding of the rules and regulations, and because of the tempo of the bout, especially for the beginner, drill activity is much better suited for learning the actual techniques which are of course the first and foremost concern of the fencer.

1. One Point, then Rotate. This game is designed for a large fencing class and its main purpose is for the students to get a better understanding of the rules and regulations. Seven students are grouped together; 4 are judges, 1 a Director, and 2 are fencers. The Director starts the bout, and when one fencer has scored a valid touch everyone rotates. After 7 valid touches in the group, each student will have taken 7 different positions. The teacher should specify the direction of the rotation.

2. Trio Fencing. Three students are necessary for this game, where 2 are fencers and the third determines the points. The winner of the first match of 2 touches meets with the previous Director, etc. The over-all winner is that student who wins the most matches in a specified time.

3. Specific Scoring. In a short period of bouting between 2 fencers, points are scored for specific techniques used. The total number of points necessary to win a match is 10. The scoring is:

   1 point for an attack which is successful
   1 point for a parry which is successful
   1 point for a riposte which is successful
   2 points for a parry of a riposte which is successful

4. Limit Game. To stress certain techniques and to aid in their perfection and understanding, the teacher can specify the only techniques to be used. For example, the teacher may specify that points will be scored only when the straight thrust is successful in attacking.

5. Bonus Point Game. To stress a certain technique, a regular fencing bout can be played, and each time that particular technique is used, the fencer scores an extra point.

6. Fault Point Fame. Each time a fencer uses a common fault, he will be penalized a point.

7. Free Play. This is the best lead-up game because the fencers work at their own pace and have a better opportunity to correct their faults and improve their techniques immediately. Free play is fencing with a partner who is of the same caliber, and helping each other to become aware of the correct and successful ways of fencing. The two fencers should move from simple to more complex movements.

C. Drills and Skills Practice Techniques

1. Peripheral Vision. The teacher or fellow student instructs another student to concentrate on the nail of his index finger. He then brings his other index finger into his vision and describes letters, circles, etc., and the student must identify these figures while at the same time continue his focus on the nail of the finger. By this exercise, peripheral vision is helped along, which is extremely important in comprehending the opponent's blade movements in a certain area.

2. The Salute Drill. To a count, the individual or the entire class may practice the salute. One must remember the basic position, feet at right angles, standing erect half facing the opponent, blade's tip about 2" from the floor, and the mask held in the crook of the arm.

   Count 1. Sword arm is raised so that it is pointing directly at opponent.
   Count 2. Foil arm is brought vertically upward where the bell is level with the chin and the elbow is close to the body...slight pause.
   Count 3. The foil arm is whipped toward the floor without touching it and the original position is assumed. The students should hear the whine of the foil as it is whipped toward the floor.
   Count 4. The mask, by holding the tongue, is brought over the face and secured on by the hand which is not holding the foil.

3. The On-Guard Drill. From the position of the salute with the mask on, the student can practice the on-guard to a count, and likewise the teacher can direct the entire class.

   Count 1. The hand with the foil is swept in a half circle to the left side, and at the same time the elbow and wrist are bent and the foil is pointing toward the rear.
   Count 2. Both arms are raised upwards and cross momentarily, then end over the head.

Count 3. The arms are lowered to the on-guard position as described in the course content and at the same time the front foot is advanced and knees are bent as in a sitting position.

4. Footwork Drills. Footwork is most important and should be practiced endlessly. Either by the teacher directing the advancing and retreating or by the student individually, the beginner should advance and retreat to a command. A great deal of time should be spent on this, then when the students have command of this footwork the lunge should be added. Therefore, the student will respond to 3 commands given in any order; advance, lunge, recovery, retreat.

5. Point Control Drill. By the use of a padded target hung on the wall, the fencer can practice hitting the various sections of the target. If there are many targets lined up, the teacher can give the class commands to hit the target in a particular section.

6. Simple Attack Drills. With the fencers in a line, the teacher gives the command for simple attacks, and the students will perform them while facing an imaginary target. They should be practiced slowly at first.

   a. Straight thrust with a lunge
   b. Disengage followed by a lunge
   c. Cutover and lunge

   Each skill is described in the course content.

7. Simple Parry Drills. The fencers are in a line, the teacher gives the command for the simple parries, and the students practice and perform them facing an imaginary target. They should be practiced slowly at first, and the teacher should check each individual student.

   a. Parry 4
   b. Parry 6
   c. Parry 7
   d. Parry 8

   Each parry is described in the course content.

8. Offense - Defense Drill. The class is divided into two lines, A & B. The teacher will explain that line A will be the attackers and line B the defenders, or vice versa. The teacher will always give the commands of the offense and will specify which line is the offense and the students will respond accordingly. This drill is

extremely helpful in giving the students confidence and experience in defending their target. Examples of this drill are:

a. Teacher directs line A to advance - line B retreats
b. Teacher directs line A to perform straight thrust - line B parries accordingly
c. Teacher directs line A to disengage - line B parries accordingly
d. Teacher directs line A to perform a cutover - line B parries accordingly

This drill is first done with the blades not engaged, then is performed with the blades in engagement.

D. Suggested Structure of Activity

1. Teaching of any subject can be approached in a number of ways:

Inductive Approach. The inductive approach means teaching the parts to the whole. The fundamentals and rules of beginning fencing are thoroughly explained, demonstrated, digested, and practiced through drills and other learning experiences before the student is moved into the actual bout.

Deductive Approach. The deductive approach means teaching from the whole to the parts. The emphasis is on teaching an overview of beginning fencing and the student is moved into the bouting situation where drills, explanations, and demonstrations are held to a minimum. This is the least recommended method for teaching beginning fencing because of the difficulty of each individual skill involved.

Combination of Deductive and Inductive Approaches. This method allows the student to get an understanding of the basics and at the same time a general knowledge of bouting and the game situation. This combination approach enables the student to see the total outcome of the skills toward which he must persevere to achieve the end result.

2. There are basically two different schools for the teaching of fencing.

a. One school or method dictates that the foil should not be placed in the beginner's hand until the fourth or fifth week. They feel that footwork is all-important and time must be devoted to the basic fundamentals of movement before the foil is introduced because of the complicated procedures involved in

learning skills with the foil. They believe that success in fencing depends first upon the ability to advance, retreat, lunge, and recover properly.

b. The other school or method believes that the foil should be placed immediately in the hand of the beginner. They contend that a waiting period before the use of the foil would result in a waste of time and the learning of the same skills twice.

3. The purpose of the following grouping of material is written strictly as a point of reference. The teacher's preference, facilities, ability grouping, and group progress should dictate the sequence of presentation.

a. Introduction to Equipment

(1) Jacket
(2) Glove
(3) Mask
(4) Foil
(5) Other non-essential equipment

b. Fundamental Skills

(1) Basic French grip
(2) The salute and the on-guard
(3) Basic footwork (advance, retreat, lunge, advance lunge, recovery, and balestra)

c. Presentation of Game

(1) History
(2) Game description
(3) Safety procedures
(4) Playing courtesies
(5) Social values

d. Basic Techniques

(1) Simple attacks (straight thrust, disengage, double or counter disengage, cutover, and the beat)
(2) Basic defense (parries 4, 6, 7, 8) (beat parry, the direct riposte, the indirect riposte...at this point bring in the target and its divisions)

e. Rules and Regulations

(1) Field of play
(2) The bout

(3) Valid hits
(4) Hit off target
(5) Right of way

f. Game Strategy and Tactics

E. Recommended Resources for Teachers

(Note: The following lists are not exhaustive, nor are the references intended as recommendations for purchase. Each teacher should preview and evaluate materials before using them. Titles of films and filmstrips may be either ordered from the Dade County Audio-Visual Services or from the specified ordering office. The teacher may either send directly to the various ordering offices specified by catalogs or may obtain forms for ordering through Dade County from the schools audio-visual representative.)

1. Books

a. Ainsworth, Dorothy. Individual Sports for Women. Saunders Co., 1967.

b. Barnes, Fos Loeffler, and Scott. Sports Activities for Girls and Women. Appleton Century Crofts, 1966.

c. Bernhard and Edwards. How to Fence. William C. Brown Co., 1956.

d. Curry, Nancy. Fencing. Goodyear Publishing Co., 1969.

e. deBeaumont. Fencing - Ancient Art & Modern Sport. A. S. Barnes and Co., Inc., New York, 1960.

f. Garret, Maxwell R. Fencing. Sterline Publishing Co., 1961. (This paperback book may be purchased directly from the publisher or at most college bookstores for $1.95.)

g. Palffy, Julius. Sword and Masque. Alpar F. A. Davis Company - Blackwell Scientific Publications, Philadelphia, Pennsylvania, 1967.

h. Simonian, Charles. Fencing Fundamentals. Charles E. Merrill Publishing Co., 1968.

i. Sports Illustrated Book of Fencing. J. B. Lippincott Co., Philadelphia, Pennsylvania, 1962.

j. Vannier and Poindexter. Individual and Team Sports for Girls and Women. Saunders Co., 1968.

k. Vince, Joseph. Fencing, 2nd Edition. The Ronald Press Company, N. Y. 10, N. Y., 1962.

2. Guides and Series Editions

a. Bower and Mori. Fencing - Physical Education Series. Brown Company, 1966.

b. DGWS Bowling-Fencing-Golf Guide. (Division of Girls and Women's Sports.) Washington, D. C.: A.A.H.P.E.R., N.E.A. Sales Publications, January 1971 - January 1973. (Current every two years)

3. Films

a. Techniques of Foil Fencing. Silent Film, 10 Min., B. & W. (Source--University of California at Los Angeles, Extention Division--Rent ($1.00)--Sells for $35.00.

b. Foil Fundamentals. 16mm, 10 Min., B. & W. (Source--Amateur Fencer's League of America, 62nd St., N.Y., N.Y.--Rent ($5.00).

c. Introduction to Foil Fencing (Elementary Offense & Defense--Strategy and Tactics). 35mm, color. (Source--Athletic Institute, 805 Merchandise Mart, Chicago, Ill.--Rent ($3.00)--Sell for $51.75.

F. Recommended Resources for Pupils

1. Study Guide (course content)

2. Books (Check school library.)

a. Barnes, Fos Loeffler, and Scott. Sports Activities for Girls and Women. Appleton Century Crofts, 1966.

b. Garret, Maxwell R. Fencing. Sterling Publishing Co., 1961.

c. Sports Illustrated Book of Fencing. J. B. Lipponcott Co., Philadelphia, Pennsylvania, 1962.

d. Vannier and Poindexter. Individual and Team Sports for Girls and Women. Saunders Co., 1968.

e. Vince, Joseph. Fencing, 2nd Edition. The Ronald Press Company, N. Y. 10, N. Y., 1962.

3. Guides and Series Editions

a. Bower and Morl. Fencing - Physical Education Series. Brown Company, 1966.

b. DGWS Bowling-Fencing-Golf Guide (Division of Girls and Women's Sports). Washington, D. C.: A.A.H.P.E.R., N.E.A. Sales Publications, January 1971 - January 1973.

## VI. EVALUATION PLANS

### A. A Written Test

This written test will be made up by the teacher as to her own preference, including mainly objective questions and at least one subjective or essay question based on the course content and class discussions in the Beginning Fencing Unit.

### B. Skills Tests

Note: Because fencing demands exacting execution of a great deal of pure reflexive and reaction type movements (as opposed to gross bodily movements in most other sports) developing valid skills tests is a difficult task. The nature of the sport necessitates primarily subjective skills evaluation. Also, with most of these tests, the teacher must actually participate in the test with the student to be able to measure the ability of each fencer.

1. Parrying

a. Purpose

To measure the student's effectiveness in parrying only a real attack, and his ability to break his parry at the last second if there is a false attack.

b. Equipment

Regular fencing equipment & regulation strip or piste

c. Procedure

The teacher will face the student and will direct any of the various attacks that have been introduced in this unit, such as, the straight thrust, cutover, disengage, lunging, counter disengage and beating. With these real attacks, the instructor will intermingle false or pretend attacks. The student must be able to distinguish whether an attack is real or false and

will or will not parry accordingly. The student is allowed to half parry a false attack. The teacher will make sure that all four sections of the target are hit so that the student will be able to be tested on all four parries (parries 4, 6, 7 & 8.)

d. Scoring

The teacher will direct 10 real attacks and 10 false attacks in a mixed order. The student will be given 1 point each time he successfully parries an attack and 1 point each time he successfully deceives a false attack and only goes as far as half parrying. (The teacher may want a student leader to record the points while the teacher is testing.)

| AGE | GIRLS | | | BOYS | | |
|---|---|---|---|---|---|---|
| | 12-13 | 14-15 | 16-18 | 12-13 | 14-15 | 16-18 |
| Excellent | | 19-20 | 19-20 | | 19-20 | 19-20 |
| Very Good | | 12-18 | 12-18 | | 12-18 | 14-18 |
| Average | | 5-11 | 6-11 | | 5-11 | 8-13 |
| Fair | | 3- 4 | 4- 5 | | 3- 4 | 5- 7 |
| Poor | | 0- 2 | 0- 3 | | 0- 2 | 0- 4 |

2. Attacking and Point Control or Valid Touches

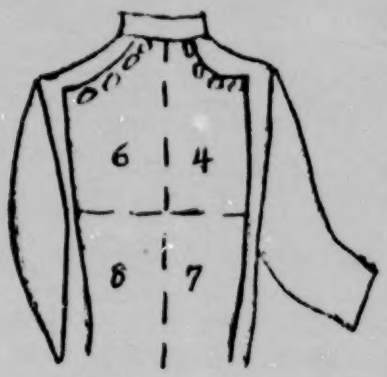
a. Purpose

To measure the student's effectiveness in attacking and performing the various attack techniques correctly that have been learned in this unit. This test also incorporates the testing of point control or scoring valid touches.

b. Equipment

Regular fencing equipment and a target drawn on the wall

preferably with chalk, divided into the four sections.




c. Procedure

A student is asked to perform specific attacks that he has learned and must direct them into the specific area that the teacher directs. The attacks learned are the straight thrust, disengage, lunge, counter disengage, and cutover (in the high line.) Examples of a command are:

(1) Straight thrust in the 4th
(2) Straight thrust in 7th
(3) Lunge in the 6th

The teacher may repeat the same commands as many times as he wants.

d. Scoring

The teacher will give the command and the student will immediately score the hit. The fencer will be given 1 point for correct form, and 1 point for a direct hit in the section of the target specified. Therefore, for a completely well executed and exact attack, the student will be given 2 points. The teacher will direct 15 commands, therefore, total possible points will be 30.

| AGE | GIRLS | | | BOYS | | |
|---|---|---|---|---|---|---|
| | 12-13 | 14-15 | 16-18 | 12-13 | 14-15 | 16-18 |
| Excellent | | 28-30 | 29-30 | | 28-30 | 29-30 |
| Very Good | | 19-27 | 20-28 | | 19-27 | 21-28 |
| Average | | 10-18 | 11-19 | | 10-18 | 12-20 |
| Fair | | 6- 9 | 7-10 | | 6- 9 | 8-11 |
| Poor | | 0- 5 | 0- 6 | | 0- 5 | 0- 7 |

3. Advancing - Retreating

a. Purpose

To measure the ability, coordination and speed that the fencer has in his footwork, one of the most important skills in fencing.

b. Equipment

Regular fencing equipment and a relatively smooth surface.(The regulation strip is not a necessity in this test.)

c. Procedure

This is a very flexible test that the teacher gives on a relatively subjective basis. The teacher will give the commands, such as; "advance," "retreat," "advance 3," "retreat 4," "advance and lunge," etc. By giving these commands, the teacher can see how well the student can execute the various footwork skills, and watches for these important points.

(1) Advancing and retreating using short steps
(2) Skimming not sliding along the piste
(3) The head and trunk remain practically stationary and erect
(4) Hands and arms in the correct position
(5) Toes are lifted first in the advance, then the heels follow
(6) In retreating, the rear foot moves first with the toes touching first, then front foot with heel landing first

(7) The on-guard position is assumed after each advance and retreat
(8) Speed

d. Scoring

With the above 8 points in mind, the teacher will rate the student on a basis of 0-8 making sure that each point is checked. The score of 8 is the top score.

| AGE | GIRLS | | | BOYS | | |
|---|---|---|---|---|---|---|
| | 12-13 | 14-16 | 17-18 | 12-13 | 14-16 | 17-18 |
| Excellent | | 7- 8 | 7- 8 | | 7- 8 | 8 |
| Very Good | | 5- 6 | 5- 6 | | 5- 6 | 6- 7 |
| Average | | 3- 4 | 3- 4 | | 3- 4 | 3- 5 |
| Fair | | 2- 1 | 2- 1 | | 2- 1 | 2- 1 |
| Poor | | 0- 1 | 0- 1 | | 0- 1 | 0- 1 |

FENCING CHECKLIST
(Beginning Fencing)

| OBSERVED SKILLS | | | | | | STUDENT'S NAME | SOCIAL AND PERSONAL | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Salute | On-Guard | Distance | Balance | Speed | Footwork | | Sportsmanship | Willingness to practice | Emotional control | Fairness | Fencing courtesies | Alertness | Perseverance and patience |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | |

BIBLIOGRAPHY

Ainsworth, Dorothy. Individual Sports for Women. W. B. Saunders Company, Philadelphia and London, 1963.

Bower and Mori. Fencing, Brown Physical Education Series. William C. Brown Company Publishers, 1966.

Curry, Nancy L. Fencing. Goodyear Physical Activities Series, California, 1969.

deBeaumont, C. L. Fencing - Ancient Art and Modern Sport. A. S. Barnes and Company, N. Y., N. Y., 1962.

Division of Girls and Women's Sports. Bowling-Fencing-Golf Guide. Washington, D. C.: A.A.H.P.E.R., N.E.A. Sales Publications. (Current every two years.)

Palffy, Julius. Sword and Masque. F. A. Davis Company, 1967.

Sports Illustrated Book of Fencing. J. B. Lippincott Company, Philadelphia and New York, 1962.

Vince, Joseph. Fencing, 2nd Edition. The Ronald Press Company, N. Y. 10, N. Y., 1962.